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**Governors' Messages.**<sup>1</sup> The solution of problems arising from the war and reconstruction are the principal topics of importance in the messages of the governors to the state legislatures of 1919. The returning soldier, employment, health, Americanization, memorials, prohibition, the militia, the red flag and Bolshevism, military training and the problem of language teaching in the public schools are the dominant questions upon which executives suggested action to the assemblies.

*Returning Soldiers.* Employment for the returning soldier is proposed by the suggestion that the national government place the soldiers on farms, using reclaimed land and lands made fertile by irrigation. The states in general have advocated this strongly. Governor Robertson of Oklahoma pleaded for greater highway construction and for placing the soldier in this work. The governors of Wisconsin, West Virginia, Michigan and New Jersey advocated means for finding positions for the men; while Governor Larrazola of New Mexico suggested leaving the solution to the state council of defense. The land reclamation proposal was most favorably recommended. South Dakota's executive commended a "soldiers' land bureau," and Governor Smith of New York mentioned this immediate topic of reconstruction as one easily solved by using abandoned farms. The governors of the western states especially saw in this method of reclamation a fortunate means of bringing soldiers to the states and providing work and homes for the native soldiers. The governors of New Hampshire and Wisconsin recommended that the state provide employment on public works for those made dependent by war, for women who were employed temporarily during the war, and for those who are affected by the transition from a war to a non-war basis. Methods for the physical and economic rehabilitation of the returning soldier, in fact, was emphasized by practically every governor, and included the establishment of soldiers' homes and relief funds, free tuition in colleges, preference in civil employment, vocational training, shell shock and tuberculosis treatment, the education of the blind, the creation of a fund to be loaned to soldiers to assist them in starting into business and aid to the dependents of soldiers so long as such dependency exists.

*Memorials.* Memorials for soldiers were discussed in at least twenty of the governors' messages. Monuments are the most popular form

<sup>1</sup> See *Bulletin* of the Public Affairs Information Service, vol. V, no. 16, February 15, 1919.

of memorials, although several governors took exception to them. Strongest in the support of monuments was Governor Robertson of Oklahoma, who would have "a real memorial, not tinctured with commercialism"—a memorial which "we erected because we wanted to do so, not because we needed it as a utility." The opposite of this view was advocated by the governors of Nebraska and Delaware, where, in the former place, a new capitol building is needed, and in the latter, an addition to the state building is imperative. Governor Campbell of Arizona recommended a war museum as a fitting and worthy memorial. Governor Gardner of Missouri advocated memorials for each soldier and markers for the battle fields of France where Missouri men fought. Governor Beeckman of Rhode Island proposed leaving the subject to a commission; while the executives of Maine, New Jersey and New Mexico suggested the subject of memorials, but left the specific form to the legislatures.

*Prohibition.* The ratification of the prohibition amendment to the Constitution and the passage of laws for the enforcement of prohibition was an important item in most of the messages. Governor Smith of New York proposed a referendum on the measure. He was almost alone in not advocating a prompt ratification of the amendment. Over twenty governors urged this business as one of the first duties of the legislatures.

*Americanization.* Americanization by means of education was one of the most important reconstruction subjects, and received attention in many of the messages. Teaching English was mentioned as a solution by Governor Phillip of Wisconsin, while Governor Sleeper of Michigan and Edge of New Jersey advocated industrial schools and practical education. Another means was proposed by Governor Manning of South Carolina by correcting illiteracy. Second only to Louisiana in having the greatest percentage of illiteracy of any state, Governor Manning argued for a constructive program for South Carolina in wiping out this foe of Americanization. Governor Larrazola proposed a law compelling corporations to establish schools for teaching language, reading and writing. A department of Americanization is urged as a necessity in Connecticut by Governor Holcomb. Americanization, he said, "is fundamentally a matter of self defense and self preservation, and not one merely of sentiment or charitable impulse."

Teaching in English in the public schools is complementary to Americanization. Governor Goodrich of Indiana recommended legislation to make all teaching in the public schools in English. He said: "If we are to think as Americans, act as Americans and ever make this truly a nation in heart and soul, it can only be through the teaching of a common tongue to our children." In general, the governors advocated teaching in English only in the elementary or common schools, which would be the first eight grades. As an optional subject in the high schools the German language was not questioned.

*Red Flag.* The red flag, Bolshevism and the I. W. W. movement were generally discussed with means to rid the states of the menace. The governors of West Virginia, Massachusetts, Minnesota, Montana and Iowa proposed legislation prohibiting the display of the red flag. Governor Stephens of California and Governor Lister of Washington discussed the Industrial Workers of the World. The former insisted that "they must be suppressed with a determined hand" by "stringent legislation." Governor Robertson suggested that: "The ownership of a home is the surest antidote for anarchy and its legitimate spawn, more familiarly known as I. W. W., Bolshevik, and red card socialism." While no definite plan was set forth as a means of stopping this menace, the governors proposed a strengthening of the existing laws and the enactment of new ones to meet the emergency. Among the new laws recommended it was proposed to define the crimes of sedition, disloyalty and sabotage.

*Militia.* The question of a state militia was discussed by many of the executives. The pith of the subject resolves itself into the question of a force to maintain internal order. State police or constabulary and home guards have been organized in some states to fill the place formerly held by the militia. Governor McKelvie would have the militia only for war purposes and not as a means of defense against anarchy and internal disorder. Governor Smith made the problem of the militia the subject of a special message to the legislature of New York. Until a settlement of the question is made by the national government, little can be done by the states as units. The creation of a state police force was advocated by the governors of Idaho, Oregon, Utah, Washington and West Virginia.

*Military Training.* Together with the militia comes the question of military training in the schools and colleges. The majority of the

selected by the state convention of the party whose presidential ticket executives advocated some kind of military training, with the emphasis placed upon the physical value to the young manhood of the nation.

*War Histories.* Reviews of the parts played in the war by the different states make up an important part of the messages. With a view to citing reasons for memorials, health precautions, and reconstructive programs, these histories are a valuable addition to the importance of the addresses. The state councils of defense were eulogized by many of the governors, and appropriations were requested to pay for the work done, and for continuing the institution until the need for it was no longer felt.

*Health Measures.* As one of the most important reconstruction problems, the health of the returning soldiers and the men of the country received unusual attention. The restriction of venereal diseases and the eradication of tuberculosis are vital questions emphasized by the governors of at least a dozen states. Again, no definite program is mapped out, but a constructive crusade against these diseases was advocated together with active coöperation with the national government in the work already in progress.

Among the proposed recommendations not directly connected with the war were the following:

*Constitutional Changes.* The governors of California, Kansas, Missouri, Texas and Washington recommended that the question of calling constitutional conventions be submitted to popular vote. In Illinois, where the vote has been taken, the governor asked that steps be taken to provide for the convention. Governor Goodrich of Indiana recommended that all pending proposals to amend the state constitution be rejected; and that certain other amendments be approved by the legislature for reference to the legislature of 1921. The governor of Texas urged the adoption of a constitutional amendment providing independent support for the state university.

*Consolidation.* The consolidation of state offices in the interest of efficiency and economy and the adoption of the short ballot was recommended by the chief executives of Indiana, Idaho, Minnesota, Nevada, New York, North Carolina, North Dakota and Vermont. A central purchasing agency was advocated in Arkansas, Michigan, Montana and Wyoming.

*Budget.* The growing support for an effective budget system was evidenced by the recommendations for the establishment or development of a state budget by the governors of twelve states—Arkansas, Colorado, Idaho, Maine, Michigan, Nevada, New Hampshire, North Carolina, South Dakota, Texas, Washington and Wyoming.

*Health and Social Insurance.* The governors of New York, New Jersey and Wyoming recommended the passage of appropriate laws providing for the establishment of a system of health insurance, and the governors of Indiana and Maine urged the investigation of the whole question of social insurance. The employment of full time health officers by towns, cities or districts was urged in Maine, Michigan, Ohio and Wyoming, and compulsory health supervision, dental and medical examination and treatment of school children, together with physical exercises, playground activities and child hygiene in Kansas, Maine, New Jersey and South Dakota.

*Child Welfare.* More stringent laws to regulate the hours of employment of children, child welfare and conservation and the health of children were recommended by the governors of Colorado, Minnesota, New York, North Carolina, South Carolina, Texas, Connecticut, New Mexico, Oregon, Rhode Island and South Dakota.

*Labor.* The uncomfortable disturbances manifest in industrial quarters and the grave questions certain to emerge in the process of reabsorbing the multitudes of men in service led the governors of New Mexico and Oregon to urge the establishment of tribunals of conciliation as between capital and labor, and the governors of South Carolina and Rhode Island spoke with approval of the work of the existing boards in those states.

*Blue Sky Laws.* The passage or strengthening of the blue sky laws was recommended in Maine, Oregon, Utah and Wyoming.

*South Dakota Program.* The political program of South Dakota as recommended by the governor under the impulse given to the movement by the powerful nonpartisan league is one of outstanding and notable importance as an experiment in state socialism on a colossal scale. As outlined in the governor's message the planks in this platform include the establishment and operation of a state cement plant;

the operation of the coal mines by the state; the creation of a terminal elevator and flour mills association with authority to buy, sell, store and manufacture farm products; the establishment of an industrial commission with power to establish and operate public utilities; and authorizing the state to engage in building and operating packing houses, flour mills, terminal elevators and stock yards.

*Rural Life.* The question of rural life problems was given a conspicuous place in many of the executive messages. The various aspects of this question include the encouragement of agriculture, the distribution of farm products, speculation, price control and excessive profits, coöperation among farmers' the establishment of departments of agriculture, the establishment of farmers' bureaus to provide information as to prevailing market prices for farm products, agricultural education, courses in farm management and business organization at state maintained colleges available to farmers, the determination of the question as to what crops are suited to different parts of the state, the decrease of tenantry and increase in the ownership of farms, the settlement of soldiers and civilians on farms and town lots, the promotion of home ownership by the loaning of capital at low rates of interest and partial exemption from taxation, the improvement of rural schools, better communication by roads, proper school supervision, state aid for rural schools and specially trained teachers for rural schools. Two interesting recommendations were made by the governor of Arkansas: (1) the control of malaria in the swamp land districts of the river bottoms so as to secure the settlement of soldiers on the farms; and (2) the purchase of motion picture machines to be used under the supervision of the department of education for exhibition purposes in rural communities.

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